**Implementation Log-**

**Teacher-Angela McCall/Student-Gavin**

**Tutoring dates-February 9/10/13/14**

**Date-February 9**

**Time-3:30 to 4:00**

Activity-We started with a short passage from the novel we are currently reading in English class, *To Kill a Mockingbird,* as we were reading Gavin kept track of any words he was unfamiliar with, or had a question about. These words then became our vocabulary skill words. We then did a Contextual Re-definiton chart from Janet Allen’s model. In this chart Gavin writes the word, predicts the definition, then lists context clues and changes the definition based on the context clues. This activity will help him begin to figure out context on his own, something he struggled with. In the past he might just skip over unfamiliar words and move on.

Student reaction-Gavin was engaged in the activity, and if anything, chose too many words to list. Words he easily knew. Once we whittled the list down, he was very involved in trying to figure them out and keep the chart.

Reflection-I do think this will be a useful tool for Gavin. He will make him aware of different skills he can use to figure out the context and he will then begin doing it as second nature.

**Date-February 10**

**Time-3:30 to 4:00**

Activity-We used a word list from his science class. These are words he will be expected to spell on an upcoming science test. We did a modified I-spy activity from Janet Allen. In this activity I had him skim through the text and circle where he found the words in the unit. We then came up with an artifact to help him remember the word, and spelled them several times out loud and on sentence strips.

Student reaction-Gavin is willing to try new things to learn, and was engaged at all time. He does hate spelling more than any other thing asked of him. In this day of texts and tweets, he often resorts to “text spelling.” I think that an activity like this, simply making him aware of the word, something to help him remember the word, and practicing will help him tremendously.

Reflection-Spelling is something that so many kids struggle with due to the technological age we live in. I think just making him more aware by using artifacts/mnemonics will help him so much. He is an intelligent student, who with more awareness can master almost any skill.

**Date-February 13**

**Time-3:30-4:15**

Activity-We used Janet Allen’s Cloze activity, in which I had statements and questions from a short story with blanks, and Gavin had to fill the blanks in as I read.

Student Reaction-Gavin listened closely as we read and did fill in the blanks. He struggled on a few and complained that I was going too fast.

Reflection-I think this activity was great for helping him to build listening skills, something he struggles with in some of his classes. He had to focus and really listen to be able to get the correct answer.

**Date-February 14**

**Time-3:30-4:15**

Activity-I used Janet Allen’s Concept circles. We read a passage from a book of open -ended stories. In this activity we use concepts from the story, and then figure out how the concepts go together. In this activity I used: stalking, internet, diary, safety. Gavin then discussed how these all went together based on the short story about meeting people online.

Student Reaction-Gavin seemed interested in the story, since it was about technology and some dangers that exist with it. He was able to discuss how all the concepts went together, and how they effected the story.

Reflection-This was a great activity, it truly makes the student think and put things together in a story. It helps with comprehension. They must comprehend to understand how they fit together.

**Materials used:**

Allen, J. (2007). *Inside words, tools for teaching academic vocabulary, grades 4-12*. Maine: Stenhouse Pub.

Gillet, J., Temple, C., Crawford, A., (2008). *Understanding Reading Problems Assessment and Instruction* New York: Pearson Pub.